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| **Supporting Good Practice in Performance and Reward Management - 3PRM** |
| Learner name:James Bancroft | Group: L3LOLPRMNOV20ATutor Name:Suzanne GreeneTutor Signature:  | Assessor name: Helen Irwin Assessor Signature: *(If different to delivery tutor) H Irwin* | Date: 31/01/21 Resubmission |

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| **Assessment criteria relating to unit 3PRM** | **Grade****Pass/Refer/Fail** | **Assessor comments** |
| 1.1 | Describe the purpose of performance management and its relationship to business objectives. | Pass | You have outlined why organisations use performance management systems, and how these align with organisational purpose and business objectives.  |
| 1.2 | Explain the components of performance management systems. | Pass | You have provided an understanding of a number of key components of performance management systems, and explained for example creating objectives and identify individual learning needs. |
| 1.3 | Explain the relationship between motivation and performance management. | Pass | You have explained the relationship between motivation and performance management and the way an employee’s attitude and performance is affected. You have also noted that employee motivations do differ as individuals respond to different stimulations. You have also supported your discussion by referencing Maslow and Hertzberg. |
| 2.1 | Explain the purpose of reward within a performance management system. | Pass | You have explained the purpose of reward within a performance management system including incentivising employees to perform and also to make them feel valued. |
| 2.2 | Identify and explain the components of an effective total reward system. | Pass | You have identified and explained the components of a total reward system, (both financial and non-financial) including a definition of total reward  |
| 3.1 | Identify and explain the factors that need to be considered when managing performance. | Pass | You have identified and explained 5 factors for consideration.  |
| 3.2 | Describe the data required by individuals involved in performance and reward management processes. | Pass | You have now described types of data and those involved in performance and reward management processes.You have also discussed GDPR.  |
| 4.1 | Explain the frequency, purpose and process of performance review. | Pass | You have explained the frequency, purpose and process of performance review, within the wider context of performance.  |
| 4.2 | Conduct a performance review meeting. | Pass | Completed – see additional observation sheet comments |
| 4.3 | Reflect on the outcomes of the performance review. | Pass | You have completed a short reflective review of the activity. You have included your thoughts on the strengths and weaknesses of your handling of the performance review meeting. You have also identified the learning points and actions for future meetings. |
| This assessment should be presented as a report, an observed skill and a reflective review.A written report: 1,800 wordsA written tutor report of the observationShort written reflective review: 400 words |

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| **Assessment decision (Pass/Refer/Fail)** | Pass |
| **Strengths** | **Areas for improvement** |
| * Your introduction (albeit brief) sets the context for your assignment
* You have provided a clearly written assessment
 | * Main assignment over wordcount: 1969
* Illustrations of models such as Maslow and Hertzberg would support your content – this can be in the body of the assessment or in an Appendix
* Harvard Referencing Standards. You should view the Reference Guide on the VLE. You can also contact your tutor if you have any queries
* A conclusion would summarise your learning from this module and assessment
* You have provided a Reference List and Bibliography however these are both limited. You should read the suggested sources for each module. If you have any queries, you should speak to your tutor
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*Students receiving a refer mark have 1 week from the date feedback was provided on the VLE to upload their resubmission, unless otherwise agreed with MOL.*

**OBSERVATION RECORD**

**Candidate’s name: James Bancroft**

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| **Unit 3PRM – Learning outcome no 4:****Be able to conduct and reflect upon a performance review.** |
| **Skills required** | **Assessor feedback –** to be completed by the assessorwith notes to support the decision  |
| Suitable environment prepared for the review including access arrangements and any adjustments. | You held the meeting via video call. You checked the technology working. You could have still asked if any adjustments were required on this basis before you started. |
| Welcomes candidate and establishes rapport putting candidate at ease. | You build a rapport, and the candidate looks at ease. |
| *Open meeting appropriately setting out the purpose of the review, any ground rules e.g. conditional confidentiality, mutual respect.* | You open by explaining the purpose of the review, including discussing and setting new objectives.You also discussed confidentiality and that this is mutual 2 way conversation.  |
| *Use a range of appropriate questioning techniques e.g. open, probing, funnelling, summarising.* | You ask open questions and you probe at the appropriate times. You summarise throughout and at the end - demonstrating your listening skills. |
| *Control meeting without dominating ensuring candidate can make an effective contribution.* | You encourage and deliver a two-way conversation with your candidate. |
| *Communicate (listening and speaking) effectively with candidate, using appropriate body language.* | You communicate clearly and demonstrate your listening skills during the conversation. Your body language puts the candidate at ease, which is demonstrated throughout the conversation. |
| *Able to have difficult conversation with the candidate and effectively deals with challenging responses from candidate.* | You discuss challenges and difficulties, rather than having a difficult conversation with the candidate. You are able to deal with the responses from the candidate and assist with an outcome. |
| *Review is carried out in a structured and consistent way that shows effective planning and preparation.* | You manage the meeting in a structured way, which demonstrates your ability to plan and prepare.  |
| *Performance improvements and any development needs identified as well as other actions to deal with issues raised.* | You identify and discuss performance improvements (marking flags when concerts are a focus), development needs (continue to observe colleagues and watch videos) and actions driven out of the review meeting. |
| *Clear, concise Conclusion and summary of actions agreed with candidate.* | You are clear and the candidate demonstrates as understanding your conclusion and summary of actions. |
| *The review was carried out, in a non-discriminatory and supportive manner and in accordance with accepted codes of practice.* | Your behaviour throughout is non-discriminatory, and you hold a supportive conversation. |

**Additional comments including developmental points:**

**Key Development Points:**

**Timeframes for next review meeting and where the data will be accessed**

**Slightly rushed towards the end**

**Strengths:**

**Candidate at ease which enabled a good flow to the conversation**

**Structured conversation which keeps to timeframe and focussed**

Assessor’s signature H Irwin Date 23/01/21